Montana Literacy Partnership Logic Model

To improve data use and the use of differentiated instruction to better serve students, REL Northwest will provide Laurel School District with technical support and coaching related to data systems, multi-tiered systems of support for reading (MTSS-R), and culturally responsive family engagement.

INPUTS

Expertise including evidence-based literacy data use and instruction | Contextual knowledge of Montana's literacy programs, schools, cultures, and processes | Committed partnership that includes district's literacy leaders and educators | Builds on existing literacy resources and requirements

ACTIVITIES

Improving effectiveness of data use for differentiating instruction and selecting interventions

Designing plans and guidance on culturally responsive family engagement in literacy aligned with the district's Multi-Tiered Systems of Support for Reading

Examine relationships among initial, mid-year, and end-of-year literacy screening results, student participation in Tier 2 and 3 interventions, and end-of-year summative literacy assessments

OUTPUTS

Action-oriented literacy assessment and data strategies and tools, such as the "literacy data systems self-assessment," for district continuous improvement

Culturally responsive family literacy engagement plans and products, such as a guide, checklist, and other resources specific to Montana contexts

Findings about correlations among literacy screening instruments, student participation in literacy interventions, and summative literacy assessments

Short-term OUTCOMES

Increased capacity of the partner district to apply effective data-use practices in literacy instruction classrooms

Increased awareness of and supports for culturally responsive family engagement in literacy

Increased capacity of the district to use data collaboratively throughout its schools to improve literacy instruction and interventions

Medium-term OUTCOMES

Partner district engages in systemic and sustainable continuous improvement processes to assess students and implement data-based practices

Improved implementation of culturally responsive family literacy practices by teachers

Implementation of evidencebased literacy instructional practices by teachers

Long-term OUTCOMES

The partner district sustains systemic changes in literacy assessments, instruction, and intervention

Improved educator effectiveness in responding to student data with evidence-based instruction and engaging families

Improved student literacy outcomes, with increased proficiency for all student groups